

Ofsted Education Inspection Framework

30th June 2020

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Inspection Framework from Sept 2019 onwards



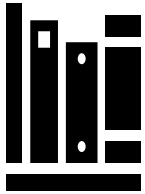
School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.



Session Objectives



- Ensure governors are aware of their responsibilities linked to the judgement on the quality of education
- What governors should consider, to support their school - with reference to the deep dives of the curriculum
- Additional requirements for governors to be aware of in their role, linked to leadership and management and linked to recent events globally
- Questions which may be considered by inspectors for governors to answer.

This is an article about the dodo,
a bird that is now extinct.

An artist's impression of the
dodo from 300 years ago.

The Way of the Dodo



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



Curriculum Documents



Department
for Education

The national curriculum in England

Key stages 1 and 2 framework document

September 2013

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



 Department
for Education

Early years outcomes

A non-statutory guide for practitioners and
inspectors to help inform understanding of
child development through the early years

September 2013



Department
for Education

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

Effective: 3 April 2017

Key stage 1 and 2 Curriculum

Key stage 1 Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical Education

Key stage 2 Core subjects

- English
- Mathematics
- Science

Foundation Subjects

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical Education
- Languages

Also Religious Education

From September 2020 Personal Social Health Educations (PSHE)/Relationship Education for both KS1 and 2

Early Year's Foundation Stage Curriculum Nursery and Reception

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The seven areas of learning are:

- Personal development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Knowledge and understanding of the world
- Expressive art and design

Characteristics of effective learning are:

- **Playing and Exploring** - investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The phone call the day before

As part of the phone call and before the inspection the lead inspector will want to know:

- Those responsible for governance
- The schools progress since the last inspection
- speak to those responsible for leadership and governance during inspection.
- establish what the governance structure of the school or academy
- meetings with the school and, if appropriate, Multi Academy Trust (MAT) executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think relevant.



([EIF page 16 – 19](#)).

S5 Inspection Framework

Quality of Education

(focus on the curriculum)

Intent

Curriculum design and coverage and appropriateness

Implementation

Curriculum delivery
Teaching pedagogy
Assessment

Impact

Attainment and progress
Knowledge and skills
Readiness for next stage of learning

Behaviour and attitudes

Attitudes to learning
Characteristics of Effective Learning (COEL)
Respect
Attendance

Personal Development

Preparation for next stage of learning
Health and well being
British values

Leadership and management

Vision and ethos
Staff development and accountability
Workload
Governance
Safeguarding

EYFS

Do you have a clear and ambitious curriculum?

- Why is the school doing what they do and when?
- Short term and long and term goals
- Include curriculum content and planning too:
- Governors responsible for the curriculum and content
- ‘..is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.’
- Was there anything on schools previous **Ofsted report** that was linked to the curriculum?
- Has the school addressed this?
‘specific progress made on areas for improvement identified at previous inspections that remain relevant under the current inspection framework.’

Deep Dives

Pre-inspection

Introductory conversation with school leaders

Context
Curriculum

Deep dive

Senior leaders

Curriculum intent.
Understanding of implementation and impact.

Curriculum leaders

Long- and medium-term thinking and planning.
Rationale for content choices and sequencing.

Lesson visits

Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutinies

of pupils in observed classes.
Where possible, jointly with teachers/leaders.

Teachers

Understand how the curriculum informs their choices about content and sequencing.

Pupils

From observed lessons.
How well do they build schema and recall learning.

Connecting evidence to reach a judgement

Forming a view of quality of education

If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.

Bringing it together

Reading

Mathematics

Foundation

Foundation

- Myth!

Early development



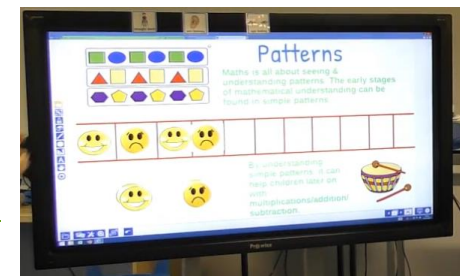
Early Reading

- Pre phonics
- 'Relevant books/resources/phonic link
- Relevant groupings/key person groups
- Synthetic phonics
- Vocabulary through other areas of learning
- Listen to children talk and sing and see if they recognise some words and sounds

Early Mathematics

- Vocabulary and appropriate
- Through other areas of learning
- Use of IT
- Resources

'Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.' ([EIF page 81](#))



Stakeholder Involvement

- Contribution to assessment of children's learning
- Home visits
- Children's involvement.
- Involvement in the setting throughout the year
- Not just parent workshops – linked to learning and local issues



'Staff provide information for parents about their children's progress, in line with the requirements of the EYFS (Early Years Foundation Stage). They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.' ([EIF page 81](#))

Intent, Implementation & Impact

(EIF pages 49 – 51 – Quality of education)

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,⁷⁹ and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

- Don't think separately



Cultural Capital

Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to success in life.

- ‘it is essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said helping to engender and appreciation of human creativity and acheivement.’ ([EIF page 43](#))



Implications for the curriculum now!

Governors monitoring -

How are we implementing the:

- COVID19 - Recovery curriculum
- Possible drop-down days/weeks – not just coverage
- Use of outside agencies – PE/Music?
- Repetition and sequential
- The curriculum is meeting statutory requirements
- The enrichment and cultural capital
- Specific aims to specific areas of learning
- EYFS – more outdoor learning

Leadership and management

- Governors further monitoring of -
- Budgets – pupil and sport premium and summer catch up funding
- Special Education (SED)/Self Evaluation Form (SEF) being up to date
- What you write about the curriculum on the website
- British Values – Black Lives Matter
- Transition to next stage of development



Safeguarding

Staff and governors are up to date with:

- Keeping Children Safe in Education (KCSIE) – update 2020 (COVID) including:
- On-line safety and remote education -children and teachers on-line
- Looking after the vulnerable children over the lockdown
- Section 128 governors
- What are schools doing to keep things safe
- Personal data/data breach - for commercial software/log ins/usernames/passwords (not being used by others)

A School Website

Governors to check website.

OUR CURRICULUM INTENT

INDEPENDENCE

To encourage pupils to develop lively, enquiring minds by enabling pupils to develop independence.

WORLD KNOWLEDGE

To teach pupils about the developing world, including how their environment and society have changed over time.

CULTURAL HERITAGE

To help pupils understand Britain's cultural heritage including the contribution made by all ethnic groups.

HEALTH

To encourage pupils to make informed choices and adopt healthy lifestyles.



RESPECT

To enable pupils to be positive citizens by having respect for themselves, attain high self-esteem and to live and work co-operatively with others.

SPIRITUALITY

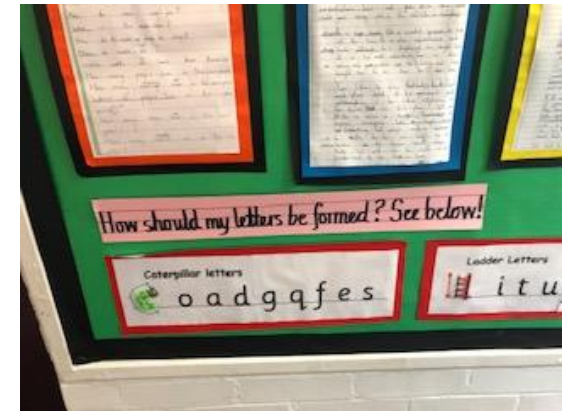
To teach pupils to have an awareness of their own spiritual development and to distinguish right from wrong.

EQUALITY

To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

SKILLS & KNOWLEDGE

To enable pupils to learn skills and knowledge that prepares them for the next stage in their education.



The School Website/Curriculum?

	Autumn Term		Spring Term		Summer Term	
Year 1	Homes and Buildings		Exploring		Animals	
	Geographical vocabulary, simple routes and maps based on story settings and the school	Houses in the past - Tudor houses. Interiors & Exteriors	Name and locate the countries of the British Isles	Lives of significant individuals – Mary Anning & other explorers	Lives of significant individuals – Beatrix Potter	Animal of the world – where do they come from? Locating different countries and environments
Year 2	Fact & Fiction		Earth & Space		Animals	
	Name and locate capital cities of the British Isles. Focus on London – physical and human geographical vocabulary	Events beyond living memory – The Great Fire of London Lives of significant individuals – Samuel Pepys	Lives of significant individuals - Neil Armstrong - First space travel	Name and locate continents and oceans Recognise landmark from aerial photographs	Natural History Discovery of fossils Mary Anning	Study of a contrasting locality
Year 3 & 4	London		Celts and Romans		The Far East	
	The Blitz The Industrial Revolution	Population Land use Transport Infrastructure	The Roman Empire Lifestyle Boudicca Life in Britain	Name of Roman settlements Roman's impact on modern Britain	Natural disasters - Earthquakes Buildings	People Dress Culture Festivals and tradition
Year 5 & 6	Rainforests Environmental Geography		Mexico & Brazil Rivers and mountains		Ancient Civilisations Aztecs	
	Biomes Temperate & Tropical climate zones	Structure of a rainforest – impact of climate change	Mexico & Brazil Economies and trading	Comparison with contrasting location	Volcanoes Popocatepetl	Compare and contrast history Indigenous people Maya & Aztec cc900

Transitional arrangements

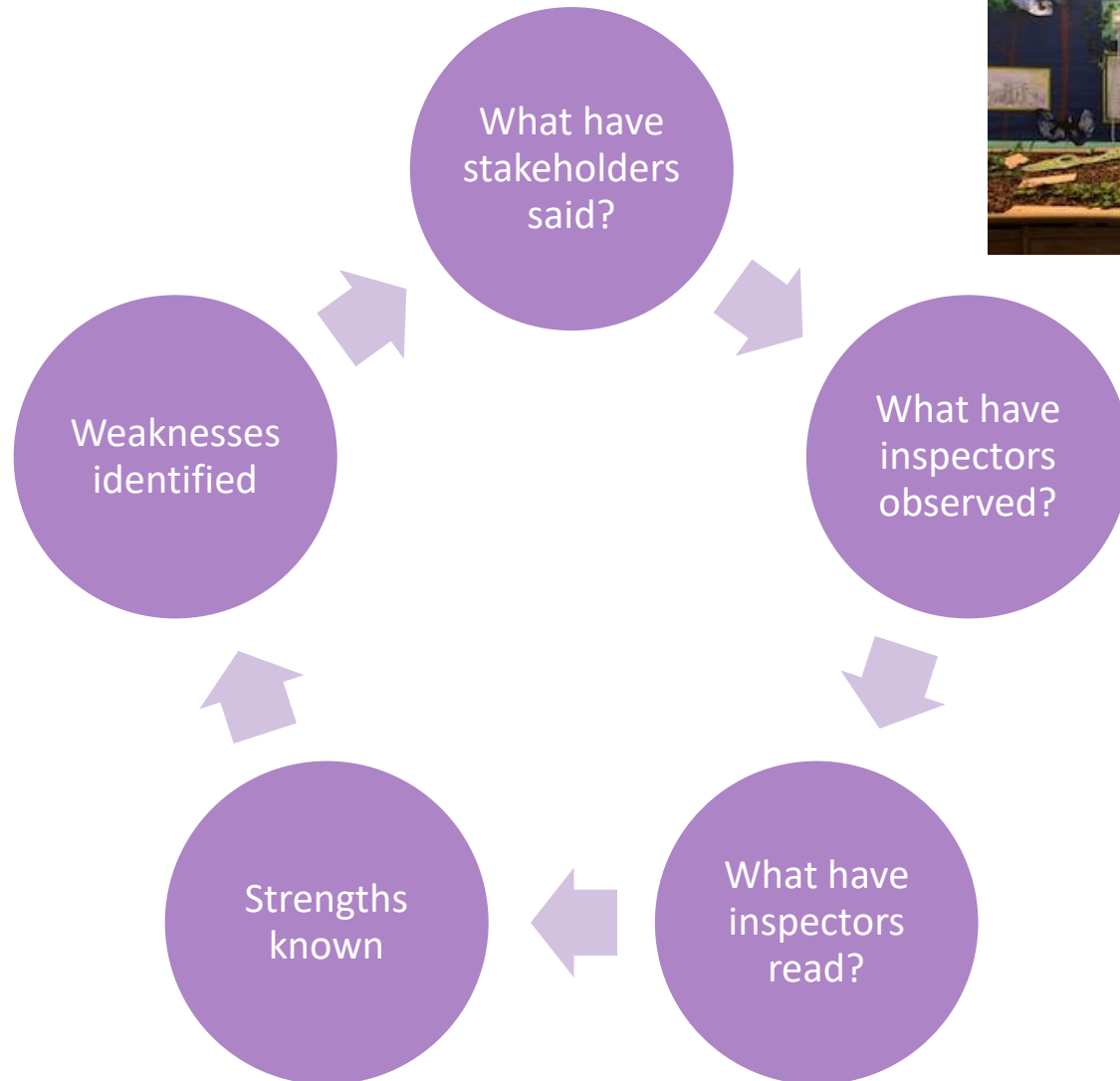
- 2 years to develop the curriculum (not English and maths) but can in science (only if good)
- This applies to the square brackets where 'Intent judgements' are on pages 49 & 50 Section 5 handbook
- E.g. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- This is not for English and mathematics

(Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND. p.52 S5 Handbook)

MATS

- Paragraph 62/63/64 ([EIF page 19](#))
- Governance structure/clear scheme of delegation and be clear about that
- Meetings and (third bullet point) executive leaders – Chair of Board of Trustees.

Making a decision



Making a decision/judgement

- Good – ‘best fit’ - outstanding is all judgements (EIF Pages 50/51)

Implementation

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Things to monitor/consider

Possible link governors for monitoring.



Curriculum	Safeguarding	Groups
Early Years	Post Covid changes	Checking performance of
Key Stage 1 Foundation subjects	Child Protection (CP) children	Special Educational Needs (SEN) children
Key Stage 2 Foundation subjects	Attendance	Disadvantaged
Mathematics – EYFS onwards		Pupil premium funding
English - EYFS onwards		Post Covid Summer funding

Questions?



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